

Student Name _____ Course _____ Date _____ Performance Level _____

Newington High School - Writing Rubric

ACADEMIC EXPECTATION: Newington High School students will apply academic and technical knowledge and skills across all disciplines by: clearly expressing ideas in writing for a variety of purposes and audiences.

Performance Level and Criteria	Below Basic - 1	Basic - 2	Goal - 3	Above Goal - 4
Organization	<input type="checkbox"/> Student introduction and/or conclusion is lacking and/or irrelevant introduction and/or conclusion. <input type="checkbox"/> Ideas are not logically grouped. <input type="checkbox"/> Transitions are weak or lacking.	<input type="checkbox"/> Student introduction and conclusion is present but needs further development. <input type="checkbox"/> Some ideas are logically grouped. <input type="checkbox"/> Transitions are present but may be simplistic.	<input type="checkbox"/> Student writing is framed by a clear and relevant introduction and conclusion. <input type="checkbox"/> Ideas are logically grouped <input type="checkbox"/> Writing uses effective transitions.	<input type="checkbox"/> Student writing is enhanced by a strong introduction and conclusion. <input type="checkbox"/> Logical structures enhance the writing. <input type="checkbox"/> Writing uses sophisticated transitions.
Content	<input type="checkbox"/> Support is weak or unobservable.	<input type="checkbox"/> Supporting details are limited. <input type="checkbox"/> Writing contains some analysis.	<input type="checkbox"/> Sufficient and relevant supporting details and/or evidence. <input type="checkbox"/> Writing contains analysis.	<input type="checkbox"/> Supporting details enhance the writing. <input type="checkbox"/> Writing includes sophisticated analysis.
Word Choice	<input type="checkbox"/> Writing does not demonstrate an awareness of audience.	<input type="checkbox"/> Writing demonstrates some awareness of audience.	<input type="checkbox"/> Writing is appropriate for audience and purpose.	<input type="checkbox"/> Deliberate word choice clearly demonstrates understanding of audience and purpose.
Grammar and Mechanics	<input type="checkbox"/> Problems in sentence structure and grammar interfere with clarity. <input type="checkbox"/> There are frequent and considerable errors in punctuation and spelling.	<input type="checkbox"/> There are problems in sentence structure and grammar. <input type="checkbox"/> Some errors in punctuation and spelling.	<input type="checkbox"/> Sentence structure and grammar use are strong despite occasional lapses. <input type="checkbox"/> Punctuation is correct with minor spelling errors.	<input type="checkbox"/> Excellent sentence structure and grammar. <input type="checkbox"/> Correct punctuation and little or no spelling errors.
Presentation	<input type="checkbox"/> Writing is illegible. <input type="checkbox"/> Inappropriate format. <input type="checkbox"/> Documentation is not present.	<input type="checkbox"/> Writing is neat and legible. <input type="checkbox"/> Documentation present (if necessary) but with errors.	<input type="checkbox"/> Writing is neat and legible. <input type="checkbox"/> Format appropriate to assignment. <input type="checkbox"/> Documentation if necessary.	<input type="checkbox"/> Writing is neat and legible. <input type="checkbox"/> Format meets or exceeds assignment requirements. <input type="checkbox"/> Documentation if necessary.

